

BENZIE CENTRAL ELEMENTARY SCHOOLS STUDENT HANDBOOK 2026-2027

This handbook belongs to:

Betsie Valley Elementary

17936 Cadillac Hwy.
Thompsonville, MI 49683
Ph# (231)378-4161
Fax# (231)378-2538

Homestead Hills Elementary

849 Husky Trail
Benzonia, MI 49616
Ph# (231) 882-4641
Fax# (231) 882-7829

Lake Ann Elementary

19375 Bronson Lake Rd
Interlochen, MI 49643
Ph# (231) 275-7730
Fax # (231) 275-7735

DISTRICT PHONE NUMBERS

Central Office Accounting 882.9653
Central Office Executive Assistant 882.9653
Director of Food Services 882.4497
Director of Operations 882.7825
Director of Transportation 882.5072
Northwest Education Services (formerly TBAISD) 922.6200
Sheriff's Department 882.4484
Family Independence Agency 882.1300
Central Wellness Network 882.2360
District Health Department 882.2103
Early Childhood Programs-contact each Elementary school.

Office Hours: 8:20 – 4:20 Teacher Hours: 8:40 – 4:10 Student Hours: 8:50 – 4:00

SCHOOL DAY

All buildings open for students at 8:45 am.

- **K – 5 Students: 8:50 - 4:00. Students may be dropped off at school at 8:45 am**
- **Half Day Dismissal is at 11:50**

Before and after school hours, our staff is busy preparing for and following up from the school day and are not available to supervise students.

INTRODUCTION

We welcome you and your child(ren) to Benzie Central Elementary Schools. We believe that every child has the right to a safe, supportive school environment where each individual's values, beliefs, background, and identity are respected. The district is committed to engaging with every student to maximize both his/her academic and social learning. This engagement is grounded in supportive practices and universal norms including:

- Care - we embrace a ferocious unwillingness to accept student failure.
- Support - we practice systematic supports that address the social, cultural, and academic needs of each student.
- Safety - we develop and communicate expectations that are clear, firm and consistently enforced.
- Membership - we pursue ways to ensure our students are intellectually immersed, socially-connected, and emotionally centered.

Go to <https://benzieschools.net/> to locate forms and references to [School Board Policies and Procedures](#).

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Forms and permissions

Please review these forms with your child. After reading, parents or guardians are asked to sign and date each line on the **acknowledgment sheet** (page 27) and return it to their home school. Thank you.

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BENZIE CENTRAL SCHOOLS VISION STATEMENT

**Benzie Inspires Greatness
Connects Community
Cultivates Learning
Shapes Tomorrow**

MISSION STATEMENT

The mission of Benzie Central is to provide a high-quality education in a safe and inclusive environment that empowers every learner to reach their fullest potential.

Beliefs About Students

- **We believe each child can thrive in a positive, safe, respectful, and inclusive learning environment that nurtures their growth and curiosity.**
- **We believe each student has the right to learn, achieve their personal greatness, and become responsible citizens.**

Beliefs About Staff

- **We believe our staff are dedicated professionals who build strong relationships through effective communication, collaboration, and care.**
- **We believe that our commitment to collective responsibility fosters a culture where everyone feels valued, supported, challenged, and inspired to reach their full potential.**

Beliefs About Community

- **We believe effective communication and collaboration with families and the community build trust and strengthen our schools.**
- **We believe a strong Benzie School Community supports student success through partnerships, engagement, and shared responsibility.**

Attendance Goal

Benzie Central fosters belonging and engagement by partnering with families and the community to remove barriers and ensure every student is present, supported, and inspired to achieve greatness.

Communication Goal

Benzie Central cultivates strong partnerships among students, families, staff, and community through timely, clear, consistent, and transparent communication that builds trust, celebrates success and inspires collective responsibility.

Instruction Goal

Benzie Central delivers robust instruction in all content areas, so every student receives high-quality, standards-aligned, engaging core instruction that meets their needs and improves outcomes.

ENROLLMENT

To enroll your child(ren), you may visit benzieschools.net to download the enrollment forms. Forms are also available at the school office. Please call the office and the building secretary will help you start the enrollment process.

When enrolling a student please be prepared to provide the following documents:

1. Student's birth certificate (certified copy with the notary seal)
2. Proof of residency (driver's license along with one of the following: gas bill, electric bill, mortgage statement, etc., that contains the physical address of the residence.
3. Copy of most current Immunization records. If a student does not have the necessary shots or waivers, the student may not be allowed in school. This is for the safety of all students and in accordance with State law.
4. Court documentation stating guardianship, parental custody orders, any parental no contact orders, etc. if applicable.

School of Choice

If your child(ren) is a school of choice student, a school of choice form will need to be filled out on the Benzie Central Homepage.

Windows for open enrollment happen for 2-3 weeks in the fall and again at the semester break in January. Contact the Central Board Office or your local Elementary school for the specific dates for open enrolment.

Open enrollment requests are reviewed by the Superintendent before being returned to the local school.

ATTENDANCE POLICY

Student success in school begins by having good attendance. We value students being active participants which allows for the growth and maintenance of positive relationships. Our staff is committed to partnering with families to ensure students are able to attend school on all the days they are healthy and well.

Absences

All absences must be verified by calling the school office the morning of the absence. Excused absences include:

- medical appointments
- student physical or mental illness (A doctor's note is mandatory to excuse absences after 3 consecutive days. Failure to do so will result in the student's absences being unexcused)
- death, funeral, serious illness of the student's family member
- family vacation, wedding, or graduation
- court appearance
- observance of religious holidays of the student's own faith

Please note: Students absent from school due to illness or suspension may not attend any after school activities or sport practice/games on the day they are absent.

Tardiness

Our staff plans for instruction to begin when students arrive. Many important topics and lessons begin the moment students arrive at school. Therefore, students arriving late miss important instructional time.

- Students are tardy when they arrive after 9:10 am
- Students are considered ½ day absent if they arrive after 9:50 am
- Students are considered ½ day absent if they leave school before 3:10 pm

Our school-wide systems of care, support, safety and membership operate best when students attend for the entire school day.

Truancy

Children grow and learn best when immersed in a loving thriving school community. Part of our school-wide system of care, support, safety and membership includes providing structured learning for every student every day. That is our responsibility and privilege. It is the responsibility of the parent(s)/guardian(s) to see that their child attends school regularly and on time. By law, “every parent, guardian, or other person in this state having control and charge of a child from age six to the child’s eighteenth birthday, shall send that child to the public schools during the entire school year.” MCL 380.1599

To help families stay informed and manage the absences of their child ,if a student accumulates 5 unexcused absences in any semester, the building principal or administrative staff will provide written notice to the parent/guardian detailing the truancy process. A CAP (Corrective Action Plan) meeting will be scheduled with the school principal and the parent/guardian to aid in the student attending school.

If a student is absent more than 10 days and the parent/guardian fails to follow the Corrective Action Plan, the principal or administrative staff will file the truancy with the School Liaison Officer. The officer will take further action permitted and required by law through the Prosecutor’s Office.

- The school will inform the parent(s)/guardian(s) when their child is not in school.
- The school will meet with the parent(s)/guardian(s) to address educational problems including truancy.
- The school will accurately document absences and respond appropriately and immediately by offering support to students.
- The school will work with the family to resolve issues contributing to the student’s attendance problem.

By law (Michigan Compulsory Attendance Law (MCL 380.1147, 380.1278a, 380,1278b, 380, 1284, 3801284b, 380.1561, 380.1599. MCL 388.1701) (2010), Benzie Central Elementary Schools must act in cases of continued absences to investigate explanations of a doubtful nature. A claim of continued or repeated illness justifies the District’s request for a statement from the family doctor. If absences occur consecutively with medical notes, these absences will be consolidated into one absence. Absences in excess of 5 days/semester and 10 tardies without a valid excuse (proper documentation is needed) are considered excessive, and is an alert to examine the youth’s attendance for possible truancy issues.

The Principal/ School Attendance Personnel, school counselor/Youth Intervention Specialist will hold a Truancy Action Meeting with the parent(s) to resolve truancy issues. The parent(s) are responsible for attending the Corrective Action Plan. If the absences continue following the meeting, the Principal/SAP may bring it to the attention of the Benzie County Truancy Coordinator/Prosecutor's Office for further review. Truancy situations with elementary school students will be handled through the Benzie County Prosecutor's Office against the parent.

1. If a problem exists, the Principal/SAP will send a certified letter to the parent or guardian of the child, indicating there is an attendance problem and that a meeting has been scheduled to discuss the absences. Each parent or guardian must receive their own copy of the letter.
2. A meeting must be held with the child's parent(s) or guardian(s), the principal/SAP and other appropriate school officials. A Corrective Action Plan (CAP) regarding attendance should be reached and signed. Consequences will be discussed in the event truancy remains a problem. The CAP will include the requirement that the youth will resume regular and consecutive school attendance. DHS will be contacted and their office will contact the parent to begin "prevention" services.
3. The Principal/SAP will give the child's teacher a copy of the letter sent to the parents and the CAP so attendance can be monitored and reported to the Principal/SAP.
4. If the child misses two times in the next 30 days or 3 more times, the Principal/SAP may contact law enforcement. The Principal/SAP will also send a second letter to the parent(s)/guardian. 5. If the parent fails to comply after letter #2 and a visit from law enforcement, the Principal/SAP may file a complaint with law enforcement, who will then petition the Benzie County Prosecutor's Office. The Prosecutor will review the complaint. The Prosecutor could file misdemeanor truancy charges against the parent or guardian, and if found guilty, the Benzie County Family Court/19th Judicial Court may recommend the parent(s) or guardian(s) participate in parenting class and/or other recommended services or impose a jail sentence or fine.

GENERAL SCHOOL POLICIES

AFTER-SCHOOL ACTIVITIES

Written permission or a phone call from a parent is required whenever you wish to change the way your child leaves school. Please notify the school office as early as possible to make arrangements for your child(ren) to go to a child care provider, friend, or relatives house, attend Kids Club or SEEDS, or attend a scheduled after-school activity.

BUILDING FOUNDATIONS

Each Elementary building has a unique way of guiding students to a better understanding of how to resolve conflicts and nurture successful interpersonal relationships. These unique ways are based on staff strengths and needs of individual students. The purpose of building students' skills is to prepare them to be successful members within the community. All three buildings use Responsibility Centered Discipline, Restorative Practices and share guiding foundations, or REPS that emphasize the need for practicing proactive interpersonal skills to produce personal growth.

1. **Responsibility** - I am accountable for my actions.
2. **Empathy**- I am considerate of how others think and feel.
3. **Perseverance** - I can do hard things.
4. **Self-Discipline** - I will show up as my best self.

CELEBRATIONS

School/room parties are permitted for various holidays and to celebrate class goals and successes. Check with your building principal or classroom teacher to find out if there are any dietary or allergy restrictions in your child's classroom.

Students going to after school parties (birthdays, sleep over, etc.) will arrange alternative transportation from school (Bus transportation will not be provided).

Students who cannot attend classroom parties for disciplinary or religious reasons will be given an alternative activity in another location of the building.

CLASS PLACEMENT

Teachers provide a great deal of information, such as where the student left off academically, what special needs he/she may have, and any information that they feel is vital in the placement of this student. Much time and consideration is given to the placement of each student to help ensure that he/she may acquire the needed skills and progress to the fullest. We appreciate your cooperation and trust regarding your child(ren)'s assignment. Class lists will be posted at each elementary school prior to the start of the school year.

DRESS POLICY

To protect the rights of all students and to ensure they receive care, support, safety, and membership within the school community, Benzie Central School has created policies to govern dress code expectations.

To minimize the disruption to the educational process, some excluded examples might include but not be limited to:

1. short shorts
2. spaghetti straps
3. bare midriffs
4. bare feet
5. controversial slogans or ones that promote alcohol, tobacco products, drugs, or violence
6. makeup and cologne
7. items that present a safety hazard
- 8.

ELECTRONIC DEVICES

Students may not use cell phones, airpods, tablets, smart phones, smart watches, or other electronic devices during school hours. Cell phones or other electronic devices must be stored in the student's locker during school hours if a student chooses to bring them to school. Electronic devices and any other items that interfere with the class will be placed in a secure location in the office by the teacher, the principal, or any other staff member. Parents may make arrangements to pick up the item from the office. Parents and students will assume all responsibility for lost/damaged/stolen electronics.

EMERGENCY CLOSING OF SCHOOL WHILE IN SESSION

There will be times that school will have to close early because of an emergency situation (mainly weather). When closing school early is necessary, immediate notification will go out using our automated phone notification. Your child(ren) will be taken to their regular after school destination unless office staff is notified.

FIRE, LOCKDOWN AND TORNADO DRILLS

Our schools comply with all fire and safety laws and will conduct fire drills and lockdown drills in accordance with state law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. Tornado drills will be conducted during the tornado season using the procedures provided by the state.

HEAD LICE POLICY

Head lice are a common problem in schools. Children play in close proximity to one another and often have cubbies or lockers where clothing and backpacks can touch. Lice are a nuisance, but not a health hazard. Students who are displaying signs of head lice, such as excessive scratching of the head, may be sent to the office to be checked privately. A thorough examination of the hair and scalp will be done to check for the presence of live lice or nits.

If nits or lice are found, parents will be notified as soon as possible and encouraged to pick up their child for immediate treatment or, if they are not able, to have their child remain in school that day. When the parent brings the child back to school, they will be checked for the presence of lice. If it is confirmed that the child is free of any live lice and viable nits (nits within ¼ inch of the scalp) the student may then return to the classroom and again ride the bus as usual. Regular, at home, checks for lice and nits is the best way to prevent the spread of lice. Lice can neither jump nor fly. Parents are encouraged to talk to their children, as school staff does, about the importance of not sharing hats, hair brushes or hair accessories.

HEALTH AND WELLNESS PROCEDURES

To protect themselves and others, children should be kept at home for at least twenty-four hours without the use of medication (or until completely recovered) if they have any of the following symptoms:

- Temperature above 100.4 degrees
- Nausea or vomiting
- Diarrhea

Example: If a child leaves school at 11am on Monday with a fever, s/he can return to school no sooner than 11 am Tuesday, as long as the fever has subsided for 24 hours without the use of medication.

For the following and all other symptoms, please follow your primary care providers instructions for a return date:

- Severe sore throat
- Earache/discharge
- Skin rash
- Swollen glands
- Inflamed eye/discharge - if a child is diagnosed with conjunctivitis or pink eye, they should remain home until they have been on antibiotics for at least 24 hours and symptoms have improved.
- Sores on the skin such as impetigo, scabies, or ringworm

A student well enough to attend school will be considered well enough to participate in outside play. The school will follow written doctor recommendations.

Parent Notification of Accident/Emergency/Incident Policies Illness:

Parents will be notified by phone of illness as soon as staff is aware of symptoms. If parents do not answer when staff calls, staff will begin calling numbers on the emergency contact list until someone is available to pick up the ill child from school..

If a **major injury** occurs, including but not limited to significant head injuries, bleeding not contained by a bandage, rising bump or bruise on body, seizure, fainting, etc. you will be notified immediately, and staff will take medical measures necessary to maintain the health and safety of your child until you arrive. This may include 911 services, CPR, AED, and/or First Aid procedures that staff is trained to administer.

If a **minor injury** occurs, including but not limited to a scratch, a bump without bruising, bleeding contained by a bandage, you will be notified by phone, text, email, or a note home. Discretion is left to the staff based on the specific circumstance.

For your child's sake, please keep the school updated as soon as possible on any change in emergency contact numbers and/or physical illness, chronic conditions, or allergies.

ILLNESS DURING SCHOOL

When students come to school they should expect to participate in any and all activities provided for them.

- In the case of medical or religious reasons or when your child(ren) must miss recess, physical education, or some other activity, a note signed by the parent will be sufficient for one day.
- In case of any illness longer than one day in which the child attends school but cannot participate in the activity, a doctor's recommendation will be required.
- Students who become ill during school should tell their teacher and then report to the office where their condition can be evaluated. If there is a reason (fever, diarrhea, vomiting) for the student to go home, the office will inform the parent and the student will be released from school.

HEARING AND VISION SCREENING

Hearing and vision screening for school age children is embedded in Michigan law (School Aid Act, section 31(a)8) and the Michigan Public Health Code and local health departments are tasked with providing these free screenings. Signed parent consent is not required for school-based hearing/vision screening.

Vision screening is generally conducted in preschool, kindergarten, 1st, 3rd, 5th, 7th, and 9th grade. Hearing screening is conducted for preschool/kindergarten, 2nd, and 4th grade. Overall, about 10% of kids are referred to a provider for a more comprehensive evaluation.

Early identification of hearing and vision problems does help ensure that children don't fall behind in learning because of an undiagnosed and treatable condition. After a screening, the health department will send referral information to the parent of any child who fails a screening and can also assist families in accessing further evaluation and treatment, as needed.

You may opt out of future screenings if you prefer. If this is your preference, please notify the school and also let the school know in writing as soon as possible.

MEDICATIONS

School administered prescription and non-prescription medications

- The Michigan Department of Education, in interpreting Section 380.1178 of the School Code, defines administration as "maintaining and providing medication to students in the school setting" and provides detailed descriptions of the procedures for administering both prescription and non-prescription medications taken by mouth, by inhaler, injectable, and drops to the eye, nose, or applied to the skin.

- All prescription medication to be given in school must be ordered by a licensed healthcare provider authorized to prescribe medication. In Michigan, an authorized prescriber is a licensed dentist, a licensed doctor of medicine, a licensed doctor of osteopathic medicine and surgery, a licensed doctor of podiatric medicine and surgery, or a licensed optometrist. A medication administration/authorization form will be completed and signed by the authorized prescriber and the parent or guardian before the medication is brought to the school.
- Original medication container must accompany all medications to be administered in school. Parents may request two containers from the pharmacist when the prescription is filled. Medication should be brought to the school by the parent or responsible adult. Medication may not be transported on the school bus.
- All medication will be kept in a labeled container as prepared by the pharmacy, physician, or pharmaceutical company and labeled with:
 - Name of student;
 - Name of medication;
 - Dosage of medication to be given;
 - Frequency of administration;
 - Route of administration;
 - Name of physician ordering medication;
 - Date of prescription
 - Expiration date.
 - All medication must be stored in a securely locked cabinet, room, or cart. Medications that require refrigeration must be stored in a locked box in a refrigerator that is not used for food. Access to medication locked in the designated space shall be under the authority of the school nurse, the principal, and/or designee.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider.

A minor student must also have written permission from the student's parent/guardian. The required documentation must be submitted to the building principal. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent/guardian. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent/guardian should update the emergency care plan as necessary to meet the student's changing medical circumstances.

- Non-prescription, or OTC (over the counter) medications require the same protocols as prescription medications, but do not require a Doctor's signature.

***CHILDREN ARE NOT ALLOWED TO CARRY MEDICINE ON THE BUS!**
The exception to this would be students who are prescribed emergency medication.

MEDICAL LIMITATION STATEMENT We need to know which school activities, if any, your child(ren) cannot participate in during the course of the school year. A written statement by your doctor will be necessary to excuse your child(ren) from participating in any school activity.

INTERNET USE, SOCIAL MEDIA, RESPONSIBLE USE POLICY

Benzie Central Schools is a one to one computing school, meaning that the district provides an electronic device to each student for their use within the school year. There are several documents that cover the intended use, expectations, and responsibilities of any family that decides to accept the use of school devices.

At the school, we have a network firewall to keep children in the appropriate places, and keep inappropriate things out. We also can check browsing histories and sign in information should problems arise. We also receive alerts regarding dangerous misuse of devices connected to our network and associated with school email addresses.

When students are not at school, whether learning remotely or simply using a home computer or phone, parents have the responsibility to monitor their child's online behavior and keep them safe. By letting your child know that you are watching their online behavior, they will be more careful about what they post online. Here are five helpful suggestions:

1. **Become familiar** with what your children are doing online and monitor their activities.
2. **Speak to your child regularly** about what they watch and read online. Having one conversation is not enough. Talk to them about the latest trends so they know that you are aware about what is happening in the online world.
3. **Set internet rules, or make a contract**, that explains the expectations that you want your child to follow. A contract also works as a reminder for your child to follow the rules that have been agreed by both parents and children.
4. **Monitor** what your child is doing online. Different age groups may require a different set of monitoring levels but there are certain things that can stay the same regardless of your child's age. For instance, all computers should be located in a central area of the house and no mobile phones allowed in the bedroom beyond a certain hour of the night. Parents can even do a spot check on their child's devices.
5. **Check** your child's devices' browsing history to make sure they are doing what they say they are doing. Check their work to make sure they did the classwork they were assigned.

NOTICE OF DISCRIMINATION

The Benzie Central School District does not discriminate on the basis of race, color, national origin, sex, age, disability, height, weight, religion, marital status, or sexual orientation in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Superintendent of Schools or Director of Finance
9300 Homestead Road
Benzonia, MI 49616
231.882.9653

PETS

Pets can be wonderful teachers in classrooms and in homes. Unfortunately, many people who love pets also have allergies. Animals must not be brought to school on the bus. The teacher and the principal may grant permission to bring a pet to school in accordance with Benzie Schools Board policy 3108 prior to the school visit.

PERMISSION SLIPS

Benzie Central Elementary Schools provide many activities that require students to be taken off school property. When we want to take your child(ren) off school grounds we need your permission. Your permission

is necessary because it tells us you know what is happening and that you understand whatever risks may occur. Children who do not have parental permission will not participate in the activity and will remain at the school under the direct supervision of a qualified staff member. Near the end of this handbook you will find a universal permission slip that when signed, grants your child permission to go on all class/school field trips.

SCHOOL SUPPLIES

No charges or deposit fees will be required for the use of textbooks, workbooks, and other school supplies. Pencils and paper will be issued to students on a reasonable basis without charge. However, students (family) will be held responsible for the care and return of all textbooks, library books, and workbooks. Normal wear and tear of school materials is expected. Replacement or payment will be required when the student has shown negligence by damage or loss of books owned by the school. Fees will be prorated according to the purchase price. Damage to other school property will result in fees that will cover the cost of repair or replacement. Please refer to the Internet Use section for more detailed information regarding student/parent responsibilities and the use of school issued Chromebooks.

SEARCH AND SEIZURE 5103

To maintain order and discipline in the school and to protect the safety and welfare of the school district; however, students assume full responsibility for the security of their lockers and desks. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. School authorities for any reason may conduct periodic general inspections of lockers and desks at any time without notice, without student consent and without a search warrant. Locks are not to be used on students' lockers. Students are not to bring valuables or toys to school.

SEXUAL HARASSMENT POLICY

The District will not tolerate sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) at school. It will take appropriate actions to deal with any complaints. The complete District policy is available to all students and parents. A detailed explanation of the Board policy can be found on the school website.

SNOW DAYS and DELAYS

The decision to cancel classes is made as soon as possible. We will announce all closings over TV 9 & 10 and 7 & 4. We will also use a phone messaging system to call homes in the event of school delays or closures. TV stations are notified immediately and they post information on their websites. Closures are also posted at the school website and on the district's Facebook page.

Occasionally school is delayed because of weather. Watch the same sources for these notifications. Talk with your child(ren) and develop a plan of action for these situations. No breakfast will be served when there is a delay of school of two or more hours.

VOLUNTEERS and VISITORS 3105

Benzie Central Elementary Schools welcome parents or other adults to assist in classrooms to help in a variety of ways (reading with children, art activities, room parties, special projects, field trips etc.). If you have a desire to help in the classroom, contact your child(ren)'s teacher(s) and complete a volunteer form prior to your work in the classroom. State law requires annual background checks and approvals before adults are permitted to volunteer in the school. Forms are available in each school and on the school website.

On the day you volunteer, and to ensure that learning interruptions are minimal, please check into the office and make arrangements with your child's teacher before going to your child's classroom.

WEAPONS POLICY

Any object that is used to threaten or harm another person can be considered a weapon. There are school policies and state laws that deal with weapons at school. The District will not tolerate the use of weapons at school. It will take appropriate actions to deal with any threat to the safety of the students or staff.

GENERAL DISCIPLINE POLICY 5206

By nature of their role as teacher and guide, school employees have the authority and responsibility to guide students as they learn and practice the expectations of behavior in school. Employees are expected to instruct and provide correction for students whose behavior interferes with their learning or the learning of others. Corporal punishment (paddling) at Benzie Central Elementary Schools is prohibited and will not be used as a form of discipline.

All Benzie Central Elementary Schools focus on implementing Positive Behavior Supports (PBS) within the school setting. The goal of these supports is to be proactive and provide systems that support students in making positive behavior choices. **A description of the student support process can be found on the next pages of this handbook.**

DISCIPLINE AND RESTORATIVE PRACTICES

The purpose of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

What Restorative Practices intent to accomplish:

- a. Restorative conversations help to preserve the dignity of all students by treating them as worthy individuals capable of demonstrating empathy and engaging in problem resolution.
- b. Restorative conversations support students as they practice using an assertive voice to meet their needs and express their feelings.
- c. Restorative conversations benefit the entire class and school by:
 - i. Providing a vehicle to restore community,
 - ii. Building relationship skills among the members,
 - iii. Establishing the expectation that humans work together to solve problems.

Even with the use of restorative practices and positive behavior supports, sometimes students exhibit behaviors that interfere with learning. These behaviors may be tracked and referred for intervention to determine how best to support the student's social emotional growth and membership within the school community. A description of the Benzie Central Schools Elementary discipline plan can be found on the next pages of this handbook.

RESPONSIBILITY-CENTERED DISCIPLINE

Responsibility Centered Discipline – Give'em Five Conversations

- The framework of Give'em five conversations focus on:
 - benefits for the student,
 - support for student,
 - clarification of shared expectations,
 - explanation of the current breakdown,
 - positive interpretation of the conversation used to:
 - encourage positive behavior,
 - support responsible choices,
 - build rapport with students.
- The use of Give'em five conversations provides staff with a common pathway to address challenging behaviors
- Common practices within Responsibility Centered Discipline builds capacity in students with the expectation and support they need to take responsibility for their choices and behavior
- Responsibility Centered Discipline practices promotes student and staff efficacy or the belief that what they do makes a positive difference

- Give'em five conversations supports personal and group agency or taking action that makes a positive difference

All Benzie Central Schools use Responsibility Centered Discipline techniques to support and guide conversations with students (refer to page 6, Building Foundations)

Student Support Process

Positive behavior begins with designing engaging lessons + setting clear and consistent expectations in the classroom + forming positive relationships with students.

Our Goal:

Students in class + learning | Student ownership for their choices | Restore relationships | Student return to the learning environment as soon as appropriate

Common Classroom Interventions	Universal School Based Strategies - Tier 1 supports	
☐ Visual Monitoring ☐ Proximity ☐ Private conversation - Responsibility-Centered Discipline Approach ☐ Break ☐ Contact Home + Log Entries Documentation ☐ Reteach expectations ☐ Modified or reduced privileges to support student learning One or more of these classroom interventions should be attempted and logged on the student solutions document.	☐ Leadership Academy, Champs camp - 3-4 times per year to practice expectations. ☐ Move This World - Social/Emotional Learning curriculum. ☐ SELweb testing - 2 times per year to identify group and individual needs for intervention and training. ☐ Proactive and Restorative Practices and circles - focus on repairing the harm.	☐ Responsibility Centered Discipline - Give'em Five conversations. ☐ Pawprints and 'Caught You Being Great' awards, ShoutOuts. ☐ Periodic recognition for outstanding performance - Scholar, Hero, Leader. ☐ Zones of Regulation - emotional regulation strategies and tools. ☐ Counselor, SRO, Nurse support
Tier 2 Interventions and Strategies - efforts applied for selected students in a targeted manner to reduce or eliminate academic and behavioral barriers to learning	Tier 3 Interventions and Strategies - efforts applied in response to significant and chronic learning difficulties targeted to support individual student needs and minimize or eliminate academic and behavioral barriers to learning	
☐ Check-in Check-out. ☐ Visual schedule/social stories. ☐ Planned breaks or student initiated breaks for emotional regulation. ☐ Calming activities and strategies. ☐ Zones of regulation - calming corner for emotional regulation ☐ Behavior contracts. ☐ FBA - functional behavior assessment. ☐ Proactive and Restorative circles used to increase empathy and repair the harm. ☐ MTW Tier 2 content ☐ Safenet supporting small groups	☐ Parent invitation to problem solving around identified student behavior that is a barrier to their learning and the learning of other students. ☐ IEP and or 504 plans to support students' strengths and areas of challenge. ☐ Restorative circles used to increase empathy and repair the harm between harmer and harmed. ☐ BIP (Behavior Intervention Plans) ☐ Matrix (daily schedule support plan) ☐ Special education referral. ☐ ISS (in school suspension) SS (social suspension) OSS (out of school suspension)* ☐ Restorative Justice Mediation Meeting	

*7 factors to consider before resorting to suspension or expulsion under Michigan's Restorative Justice Law:

1. Student's age - How old is the student in question? Does this influence the level of intervention necessary to address this behavior?
2. Disciplinary history - What is this student's disciplinary history? Does this influence the level of intervention necessary to address this behavior?
3. Disability - Does the student in question have a disability? Does this influence the level of intervention necessary to address this behavior?
4. Seriousness of Behavior - what was the seriousness of this student's behavior? Does this influence the level of intervention necessary to address this behavior?
5. Safety Risk - Did the student pose a safety risk to others? Does this influence the level of intervention necessary to address this behavior?
6. Use of Restorative Practices - Have restorative practices already been used as a means of intervention in this student's disciplinary history? Does this influence the level of intervention necessary to address this behavior?
7. Level of Intervention - would a lesser intervention than suspension or expulsion appropriately address this behavior in question?

Benzie Central Schools Elementary Discipline Plan



*7 factors to consider under Michigan's Restorative Justice Law:

1. Student's age - How old is the student in question? Does this influence the level of intervention necessary to address this behavior?
2. Disciplinary history - What is this student's disciplinary history? Does this influence the level of intervention necessary to address this behavior?
3. Disability - Does the student in question have a disability? Does this influence the level of intervention necessary to address this behavior?
4. Seriousness of Behavior - what was the seriousness of this student's behavior? Does this influence the level of intervention necessary to address this behavior?
5. Safety Risk - Did the student pose a safety risk to others? Does this influence the level of intervention necessary to address this behavior?
6. Use of Restorative Practices - Have restorative practices already been used as a means of intervention in this student's disciplinary history? Does this influence the level of intervention necessary to address this behavior?
7. Level of Intervention - would a lesser intervention than suspension or expulsion appropriately address this behavior in question?

All disciplinary staff actions will be viewed through the 7 factors and will be solely the discretion of administration.

Key: T=Teacher, A=Administration, S=Child Study Team, ISSN A, ISSN B, Behavior Teams, SIT, or Student Support Team

BEHAVIORS	Staff action 1	Staff Action 2	Staff Action 3	Staff Action 4
LEVEL ONE • Contact (Unwanted Physical) • Defiance/Insubordination/ Non-compliance- repeated refusal to follow school-wide expectations, adult directions within a short period of time – see attached student support process. • Disruption – behavior disrupts the entire class over a period of time and the student cannot be redirected to the classroom task – see attached student support process. • Inappropriate Language – abusive or profane language, name calling, swearing and peer conflict. • Tech Violation Minor – use of unauthorized website, use of tech during unauthorized time. • Inappropriate Location – lingering in the hall during class time, refusing to attend specials, refusing to return from recess.	(T)eacher • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternate recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the hard and plan future actions. • RCD conversation	(T)eacher • Teacher contact with parent • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternate recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the hard and plan future actions. • RCD conversation	(T)eacher • Parent Phone Call with student • Referral to Child Study Team • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternate recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the hard and plan future actions. • RCD conversation	(T)eacher • Behavior Documentation – referral, data tracking, parent notification, administrative contact • Restorative Practices (A)dministration • Phone Call Home, request in person meeting • Add student to School study team agenda (S) School Study Team (ISSN A, ISSN B, Behavior Team) • Consider Tier 2 interventions – CICO, social stories, visual schedules, planned breaks, calming activities, behavior contracts, FBA
BEHAVIORS	Staff action 1	Staff Action 2	Staff Action 3	Staff Action 4
LEVEL TWO • Skipping – student leaves or misses class without permission. • Theft, forgery, cheating – student is in possession of or responsible for removing something of significant value owned by another. • Inappropriate location – student leaves school campus without permission. Call 911. • Technology violation – Student violates internet use agreement including searches involving suicide, weapons, sexual content and cyberbullying violations. See internet use agreement for details. • Possession of contraband – includes medications, tobacco and vape products. • Physical aggression and horseplay which is ongoing and results from peer conflict and may include injury. • Inappropriate display of affection – repeated engagement in physical contact including touching and kissing that is not appropriate at school and not mutually agreed upon (repeated hugs that are not requested or approved by the recipient may be included in this definition)	T • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternate recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the hard and plan future actions. • RCD conversation	T • Teacher contact with parent • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternate recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the hard and plan future actions. • RCD conversation	T • Behavior Documentation – referral, data tracking, parent notification, administrative contact • Restorative Practices A • Phone Call Home, request in person meeting • Add student to School study team agenda S • Consider Tier 2 interventions – CICO, social	T • Behavior Documentation – referral, data tracking, parent notification, administrative contact • Restorative Practices A • Phone Call Home, request in person meeting • Add student to School study team agenda • Consider ISS for partial day, or social suspension for all or multiple days (recess and lunch time spent away from peers)

• Peer conflict - Peer conflict refers to mutual disagreement or hostility between peers or peer groups. It is characterized by but not limited to: - o Conflict is between people of equal or similar power - o The conflict occurs occasionally - o The conflict is unplanned - o The conflict does not involve violence or serious harm - o Those involved have comparable emotional reactions - o Those involved demonstrate some remorse - o Those involved actively participate to solve the issue			stories, visual schedules, planned breaks, calming activities, behavior contracts, FBA	S • Consider Tier 2 interventions – CICO, social stories, visual schedules, planned breaks, calming activities, behavior contracts, FBA • Revisit Tier 2 interventions and consider additional or intensified interventions
BEHAVIORS	Staff action 1	Staff Action 2	Staff Action 3	Staff Action 4
LEVEL THREE • Bullying – multiple and ongoing targeted and disrespectful messages in any format (direct or technology based) that involve intimidation, teasing, taunting, threats, or name calling to cause bodily harm, reasonable fear for personal safety, or personal degradation. Bullying involves a real or perceived power imbalance and may include social isolation. • Harassment/mean behavior – the delivery of disrespectful messages in any format related to gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other protected class and results in a student's inability to benefit from the district's educational programs or activities. • Physical Aggression – inappropriate/unwanted physical contact with an aggressive nature that may or may not result in injury. • Property Damage/vandalism – Students intentionally participate in an activity that results in destruction or disfigurement of property which cannot be fully restored by the student. • Property Misuse – student is engaged in severe misuse of property that results in defacing or destruction of school property or the property of staff or another student. • Tech Violation Major – use of content that triggers a suicide risk assessment or violence/threat assessment. • Theft – over \$50 in value • Threat of attack without weapon	T-S-A • Behavior Documentation – referral, data tracking • Reteach Expectation • Consequence tied to behavior: example- time out of preferred activity to complete task, alternative recess • Restorative Practices – conversation mediated between two students or whole class. • Think sheet – support student to identify the breakdown and plan to repair the harm and plan future actions. • RCD conversation A • Alternate Recess (restorative conversation) • ISS • Parent Phone Call	T-S-A • Behavior Documentation – referral, data tracking • Parent contact • Report to administration and student study team A • ISS • Parent Phone Call • Referral for SST	T-S-A • Behavior Documentation – referral, data tracking • Parent contact • Report to administration and student study team A • Suspension • Parent Phone Call – request in person meeting • SST review	
BEHAVIORS	Staff action 1	Staff Action 2	Staff Action 3	Staff Action 4
LEVEL FOUR • Fighting – student is involved in mutual participation in an incident involving physical violence, with the possibility of bodily harm. • Possession of Drugs/Alcohol • Property Damage Greater Than \$100 • Use of Tobacco/Vaping/Drugs • Threat of attack with weapon	T-S-A • Behavior Documentation – referral, data tracking • Parent contact • Report to administration and student study team A • Parent Phone Call/SST Referral • Suspension + Restitution • SRO Involvement	T-S-A • Behavior Documentation – referral, data tracking • Parent contact • Report to administration and student study team A • Parent Phone Call/SST Meeting • Suspension + Restitution • SRO Involvement		

TRANSPORTATION TO AND FROM SCHOOL

Bicycles - Students may be permitted to ride a bike to school during the fall and spring with the written permission of their parent or guardian.

- The parent/guardian will provide a dated note stating that the student may ride a bicycle to school on what days and until what date.
- During severe weather the student will not be permitted to ride home.
- Parents and students will assume all responsibility for lost/damaged/stolen bicycles.
- Bikes will be locked during school hours.
- The student retains the privilege to ride a bike to school unless:
 - He/she does not ride in a safe manner.
 - He/she does not obey the traffic supervisor (i.e., principal).
 - A student not wearing a helmet to or from school.

Parents/Guardians and designees - Parents/guardians always have the option of dropping off and picking up their children at school. We ask that the parents use extreme caution when doing so because of the high volume of children going in or coming out of the school depending on the time of the day. It is necessary for drivers to be on alert. It is expected that parents will observe all school traffic flow and parking rules.

- Parents/guardians must communicate with office staff who may and may not pick up their child(ren) from school.
- Please communicate with your child(ren) the adults with whom they are allowed to leave school.

Bus Services - All Students enrolled at Benzie Central Elementary Schools will be offered a bus pick up and drop off location.

- Parents or guardians of students will ensure that their child understands and follows the rules and regulations for riding the school bus.
- Parents or guardians are responsible for their student's safety from the time the student leaves home up to the time the student boards the bus in the morning and as soon as the student gets off the bus in the afternoon.
- For safety reasons, all students enrolled in Kindergarten and Preschool must be accompanied to and from the bus stop by a designated adult or sibling. Other authorization may be designated by the parent or guardian but must be received in writing. By law, parents or guardians are not permitted to board a school bus (MCL 257.1859).
- We also require an adult for students 1st grade through 3rd grade to be present during drop off. If you do not have or want anyone to be present during drop off, we require that in writing. If someone different will be getting your child/children off the bus or other arrangements are necessary, please contact transportation at 231-882-5072.
- We do allow elementary students, that are bus riders, to ride home on a bus with another student in an emergency situation. We do require that the parent of each of the students call transportation to make these arrangements.

- If there are changes as to whether or not your child will be riding the bus please communicate that with the school and transportation.

Benzie Central School Bus Expectations.

Procedures:

1. Follow directions of the bus driver.
2. Be at the bus stop 5 minutes before the bus arrives, waiting in a safe place, clear of traffic and 12 feet from where the bus stops.
3. Wait in an orderly line and avoid playing.
4. When crossing a road:
 - Wait for the bus to stop.
 - Wait for the stop arm to extend and red flashing lights are on.
 - Cross the roadway at least 10' in front of the bus.
 - Look both directions for traffic, left, right, left again. Never assume that vehicles will stop for the red lights on a school bus.
5. Signal the bus driver with a waving motion if they have dropped something and wait for the bus driver to give a signal before picking up the object.
6. Go to their assigned seat when entering the bus keeping aisle and exits clear.
7. Remain seated, back against the back of the seat, bottom against the bottom of the seat, and hands to themselves.

Expectations:

1. All school rules apply.
2. Follow the directions of the bus driver.
3. Remain seated at all times.
4. Use respectful words and voice level when talking with others.
5. Keep heads, arms, and hands out of the aisle and inside the bus.
6. Help keep the bus clean by picking up your own items.
7. For your safety, eating and drinking will not be allowed.
8. Electronics may be used, taking photos and videos are not permitted. Misuse of items may result in the loss of this privilege.

BUS DISCIPLINE PROCEDURES

The safety of all students is our primary responsibility. Riding the bus is a privilege and not a right. Students who repeatedly break bus rules may eventually lose bus privileges. The following steps will be followed on each bus:

1. Drivers will address any misbehavior or rule violation by a student at the driver level. The driver will give bus conduct form after the first two steps have been taken. Conduct forms will be approved by the supervisor, of misbehavior or rule violations to the student and the student's parents will be notified.
2. The bus conduct forms must be signed and given back to the driver before the student is able to ride the bus.
3. If problems continue, the student will receive a one (1) day bus suspension.
4. If problems continue, three (3) day bus suspension will be issued.
5. If problems continue, a five (5) day bus suspension will be issued. Parents, student

involved, bus driver, and bus driver supervisor will meet before bus riding privileges are reinstated. The building principal may be asked to attend this meeting.

Fighting – If a student engages with an open hand slap, it will be an automatic one (1) day bus suspension. If the student engages in a fight with a clenched fist it will be an automatic three (3) day bus suspension.

Exposure – If a student exposes any part of their anatomy in an inappropriate manner (i.e., flashing, etc.) it will be an automatic ten (10) day bus suspension with the possibility of law enforcement being contacted depending on age and intent.

Infractions of school rules will be handled through the school discipline policy cooperatively between the transportation department and the building principal. When a student abuses bus rules and bus privileges are denied, parents are expected to provide transportation on those days. When bus privileges are denied and the student is not in school the absences are unexcused.

Guidelines for recess and physical education classes

Time spent outside is an important part of the school day. Children should be exposed to fresh air and exercise. Time spent outside allows students to engage in activities that allow them to relax from the structure of the classroom. There are however times when it is not safe for students to be outside. Please utilize the following guidelines for school recess, outdoor activities or physical education classes.

Cold weather

1. When properly clothed, elementary aged students can participate in an outdoor environment in most weather conditions.
2. When the temperature and wind chill fall below 0 degrees Fahrenheit, students will remain indoors.
3. Temperature considerations and suggested dress:
 - Over 65 degrees - shorts, short or no sleeves, sandals. No bare midriffs, short shorts, halter tops, spaghetti straps. Students may not remove their shirts.
 - 50-65 degrees - street clothes
 - 50 degrees or less - close-toed shoes and light coats.
 - Any temp with snow on the ground - boots, snow pants, winter coat.

ACADEMIC SERVICES

ASSESSMENTS

Benzie Central elementary schools provide students with a balanced system of assessments. Reading and math screeners and computer adaptive assessments are given at the beginning, middle, and end of the school year in order to provide indicators of student progress, provide proper feedback to students and families, and to support the adjustment of teaching and learning practices. The Michigan Statewide Assessment at the end of the school year compares student performance to the state standards.

CURRICULUM

Benzie Central elementary schools follow curriculum guidelines that are aligned with the Michigan State Standards. The curriculum reflects the school's core values, beliefs, and learning expectations.

Our teachers see themselves as learners and teachers of learners and are continually seeking ways to improve their practice. All academic, behavioral, social, and emotional curriculums and practices include these important qualities:

1. Understanding and application of principles of positive behavior supports.
2. Development and implementation of a multi-tiered system of supports that are responsive to students' needs.
3. Practical application of the practices of mentoring and advocating.
4. Proactive planning to respond to and support students related to crisis and trauma.

REVIEW OF INSTRUCTIONAL MATERIALS

It is our goal for all students to build confidence and a willingness to invest themselves in the learning process. Student engagement and parent support are important objectives. Some subject matters, particularly health and sex education, can raise questions that deserve to be answered. If a parent has concerns or questions relating to instructional materials, they are encouraged to contact the building principal to arrange for a time to discuss the materials or observe a classroom in session. Parents have the right to review any instructional materials being used in the school. Parents' rights to review teaching materials and instructional activities are subject to restrictions and limits.

SPECIAL EDUCATION SERVICES

Northwest Education Services offers several special education services for students in the Benzie Central School District. Supports provided are determined by the students Individualized Education Plan (IEP). They also are a part of our Multi-Tiered Systems of Support.

NorthWest Ed provides the following support services:

- School Psychologist
- Teacher Consultant

- School Social Worker
- Occupational Therapist
- Physical Therapist
- Speech/Language Pathologist
- Autism Consultant
- Hearing Impaired Consultant
- Visually Impaired Consultant
- Behavior Consultant
- Assistive Technology Consultant

For more information on these services, please contact your child's building principal.

TITLE I READING AND MATH

The Title I Program is a federally funded program that offers support of classroom objectives in the areas of math and reading for students in grades kindergarten through five. Children qualify for this support by teacher recommendation, test scores, and classroom performance. Parents have the right to request information regarding the qualifications/certifications of their child's teacher.

STUDENT RECORDS

Transfer from sending school

Your child(ren)'s records will be transferred from school office to school office via the postal service. When you enroll at your new school, you will sign authorization for Benzie Central Schools to send for your child(ren)'s records from their previous school.

Release to other schools

If you are leaving our school for another school district, you will not be able to personally take your child(ren)'s records with you. When you enroll at your new school, you will sign authorization for that school district to request your child(ren)'s records from Benzie Central Schools.

Right of access and privacy of records

Parents or guardians of a student under eighteen (18) years of age, or a student eighteen (18) years or older may have access to the records, files and data at the District relating to the student and have the following rights:

1. The right to examine the student's records.
2. The right to have the administration hear evidence that any part of the record is inaccurate, misleading or violates a student's privacy or other rights; to have the record changed if the administration agrees with the applicants' evidence; and to insert an explanation in the record if the administration disagrees.
3. The right to have records which personally refer to a student kept confidential except by consent of the parent or guardian of a student under eighteen years of age or a student eighteen years of age or older or when being used by school personnel for school business. Some official agencies may also have access to records.

ADDITIONAL SERVICES

BREAKFAST PROGRAM

Benzie Central Elementary Schools offer a breakfast program after the buses arrive in the morning. Breakfast includes items such as French toast, eggs, hot and cold cereal, muffins, and fruit juices. Benzie Central Elementary Schools ALL offer a Universal Breakfast. There is no charge to the student's account for breakfast.

HOT LUNCH PROGRAM

Benzie elementary schools offer students wholesome choices for nutritious hot lunch. Every effort is made by Chartwell to make this meal attractive and tasty.

- Hot lunch is available to students on all full days of school.
- Milk is available for those wishing to carry their lunch. Families are asked to fill out an application as soon as school opens in the fall.
- For the 25-26 school year, all students receive a free hot lunch on full days of school.

A sack lunch is available on early release days.

Students are encouraged to bring water or other healthy beverages to school. Highly caffeinated "energy" drinks and sugary sodas are not permitted during the school day, including at lunch and recess.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are scheduled in the fall and the spring of each academic year. This is an opportunity for parents to come in and review their child(ren)'s progress in school with their teacher. Please plan to attend. Over the past few years we have come to expect 100% attendance by parents at these scheduled conferences. Bring any questions, comments, and concerns to share with your child's teacher. Remember that conferences can be held at any time. Call or write to your child(ren)'s teacher if you have a concern. Don't let a little problem become a big one. Remember that education takes teamwork. The ultimate goal is for your child(ren) to have a successful educational experience at Benzie Central Elementary Schools.

PARENT-TEACHER ORGANIZATIONS

Each of the Benzie Central Elementary Schools has a parent-teacher organization. Parents are cordially invited to become members of this group. This is one means of becoming better acquainted with the school and the teachers of your children. Each parent teacher organization offers a variety of stimulating programs for students periodically throughout the school year and informative discussion topics for the adults at the monthly meetings.

Please note that all evening activities that are sponsored by the school Parent Organization will require attendance of an adult chaperone unless otherwise noted.

SCHOOL CALENDAR

The 2026-27 school calendar is posted on the school website and available in each school office.

BENZIE CENTRAL SCHOOLS 2026-2027 SCHOOL CALENDAR

July 2026							January 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
							31						
August 2026							February 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28						
30	31												
September 2026							March 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5		1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28	29	30	31			
October 2026							April 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	
November 2026							May 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7							1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30						23	24	25	26	27	28	29
							30	31					
December 2026							June 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30	31			27	28	29	30			

School Resumes | 4
End of 2nd Marking Period | 22
Half Day Records | 22

Staff Opening Day | 24
PD | 24, 25, 26
First Day Students | 31

No School | 4 & 7
Labor Day | No School 7
Half Day PD | 11
Half Day PD | 25

P/T Conferences | 11, 12
Half Days | 11, 12
Spring Break | 26 - April 2

P/T Conferences | 8, 9
Half Days | 8, 9
End of 1st Marking Period | 30

School Resumes | 5
End of 3rd Marking Period | 9
Half Day PD | 9
Half Day PD | 23

RSDD | No School Students | 2

Thanksgiving Break | 25, 26, 27

Half Day PD | 28
Memorial Day | 31
No School | 31

Half Day PD | 4

Last Day | 9 Tentative
Half Day Records | 9

Holiday Break | 21 - Jan. 1

2026-27 BENZIE CENTRAL SCHOOLS BOARD OF EDUCATION

Board member emails can be found on the Benzie Schools Website.

Brian Childs, President

Jason Barnard, Vice-President

Shannon Gillison, Secretary

Matt Smith, Treasurer

Sue Campana, Trustee

Gregory Kempton, Trustee

David Egeler, Trustee

All Benzie Central Board of Education Policies (Thrun) are on the district's website at www.benzieschools.net [Board Policies](#)

Effective July 1, 1996, current School Board policy eliminates the use of ALL tobacco products, at any time, in school buildings and on all school grounds and/or leased property.

**BENZIE CENTRAL SCHOOLS LEARNING AGREEMENT
PARENT / STUDENT / TEACHER / PRINCIPAL CONTRACT**

Parent / Guardian Agreement

To help my child succeed, I will:

- see that my child is punctual and attends school regularly.
- support the school discipline policy and support school staff.
- encourage and support learning outside the school environment.
- read and review all information my child brings home from school.
- support the completion of homework.
- attend parent/teacher conferences for my child.
- monitor my child's schoolwork and progress.

Student Agreement

To reach my potential, I will:

- be respectful, responsible, and safe.
- attend school regularly and be punctual.
- return my assignments on time.
- follow the school and classroom rules.
- come to school each day prepared and ready for learning.
- always do my best and believe I can learn.

Teacher Agreement

To help my students reach their potential, I will:

- provide a safe and caring learning environment where students can be responsible for learning.
- provide an enriching and challenging curriculum.
- provide appropriate and meaningful assignments for students.
- foster a home to school connection.

Principal Agreement

To help students reach their potential, I will:

- provide a positive and safe environment for learning.
- provide an environment that allows for communication among teacher, parent, and student.
- support school functions.
- provide the materials necessary for the classroom. *Principal's Signature:*

District Technology and Acceptable Use Authorization Form

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this Authorization for Electronic Network Access once while the student is enrolled in the School District.

The District filters access to materials that may be harmful to minors or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions, it is impossible to control all material a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have an Internet account, sign the Authorization form below and return it to your school.

District Technology and Acceptable Use Authorization

Students must have a parent/guardian read and agree to the following before being granted access:

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The failure of any user to follow the terms of the District Technology and Acceptable Use Authorization Form will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

- Use of District technology resources is a privilege that may be revoked at any time
- A user has no expectation of privacy when using District technology resources
- District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation
- District technology resources may not be used to bully, harass, or intimidate others
- A user must report any material that is threatening, harassing, or bullying
- Misuse of District technology resources may result in loss of access to the resources and potential disciplinary action
- The District does not guarantee that the District's technology resources will be error free or uninterrupted.
- A user may only access resources by using that user's assigned user name and password
- The following is considered a misuse of district technology, a user may not:
 - Disrupt the educational process of the school district through non-educational use of the device.
 - Endanger the health or safety of themselves or anyone else through the use of the device.
 - Invade the rights and privacy of others at school through the use of the device.
 - Access other user accounts or files without authorization.
 - Communicate inappropriately with students..
 - Engage in illegal or prohibited conduct of any kind through the use of District technology resources.
 - Access pornography.
 - Access or downloading unauthorized software or programs
 - Conduct personal business or activities
 - Accessing or downloading confidential student information which the person or employee has no legitimate educational need to know

Handbook Acknowledgment Sheet-Permissions

Handbook:

My signature acknowledges that I have read the student handbook online (<https://benzieschools.net>) or have requested and received a copy of the handbook. I am responsible for abiding by the guidelines and regulations for student conduct therein including the learning agreement contract:

Parent Signature _____ Date _____

Technology Acceptable Use Agreement Form:

My signature acknowledges that I have read the Technology Acceptable Use Agreement Form online (<https://benzieschools.net>) or have requested and received a copy of the agreement. I am responsible for abiding by the guidelines and regulations of student contact therein.

Parent Signature _____ Date _____

Field Trip Permission:

My signature allows that I give my child permission to go on all field trips during the current school year. I understand that I will be notified of all school field trips through the school newsletter, parents notes sent home with students, or via our daily communications emailed home. Students will be transported by a school vehicle or private vehicle operated by the teacher and/or staff member. In case of an accident or serious illness and I cannot be reached, I give my permission for school employees to call 911 or contact a physician or hospital and take whatever action is necessary.

Parent Signature _____ Date _____

Permission to Use Phone Number for Automated Calls:

My signature allows that I give the BCCS district permission to use the automated calling system to update me on events/cancellations/absences as well as emergencies.

Parent Signature _____ Date _____

Permission to Publish Student Photographs and/or work:

My signature acknowledges that I give my child permission to be photographed or videotaped. Photographs may be used on district website, may be published in teacher web pages, or may be distributed to local print media sources. No other information about our child or his/her schoolwork will be revealed without prior consent.

[] Yes, I give permission

[] No, I do not give permission

Parent Signature _____ Date _____